Alberta

Freedom To Create. Spirit To Achieve.

Professional Practice Competencies for Teachers

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APRIL 26, 2011

Government of Alberta

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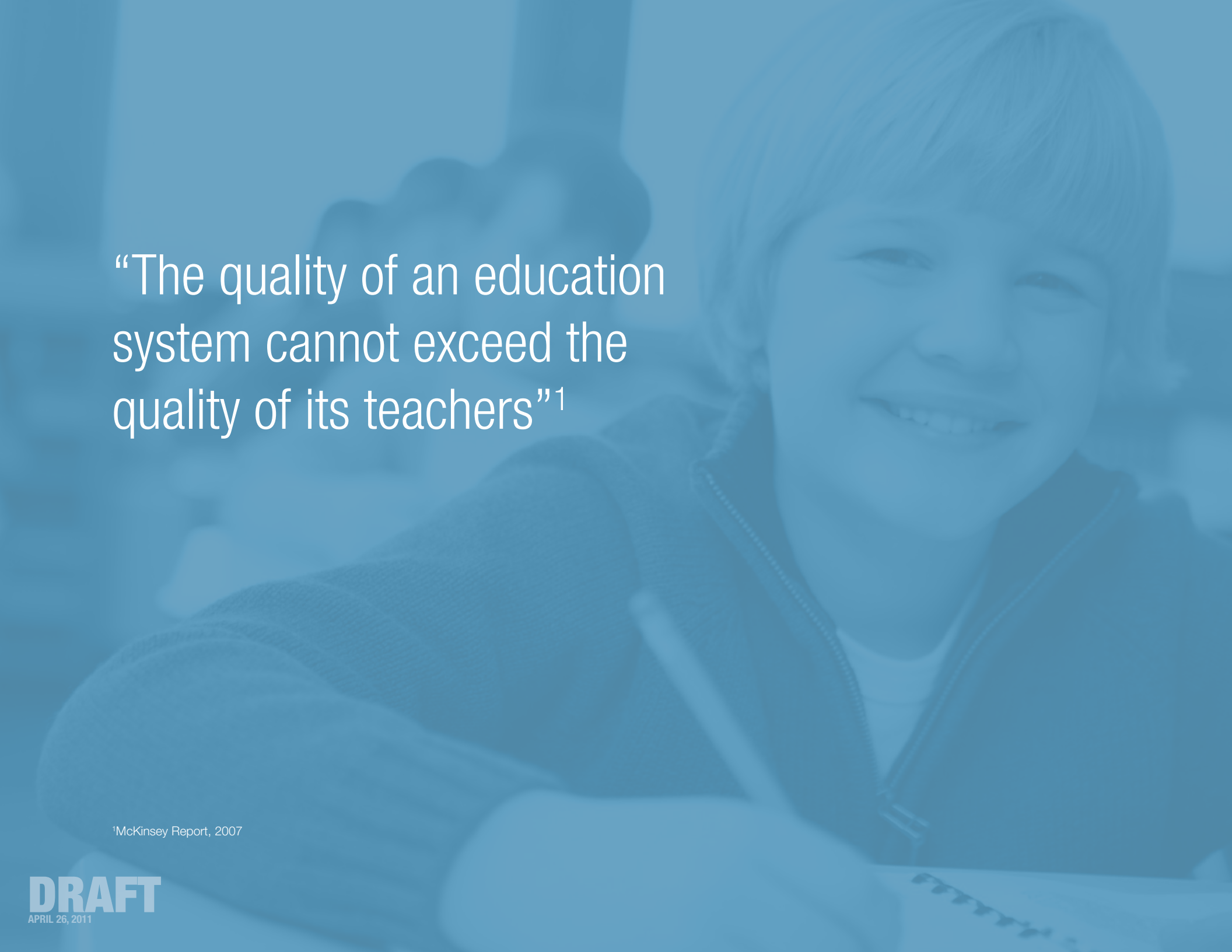

"The quality of an education system cannot exceed the quality of its teachers"[1]

[1]McKinsey Report, 2007

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Preamble

Education is about children realizing their potential and achieving their hopes and aspirations. Alberta's ECS to Grade 12 education system is vital to the formation of the person, family, community and province.

Teachers are central to the provision of quality education to students. The teacher is the most significant agent of change in the learning process. In a complex world where change is rapid, teachers continually adapt to meet evolving student needs.

Alberta students are served by professionally qualified, highly competent teachers who ensure students engage in optimum learning experiences in a caring, respectful, safe inclusive learning environment. All students will have equitable opportunity to be included in the learning environment as teachers and other professionals work together for the success of each student. Teaching requires the building of relationships supportive of collaboration with students, their families, service providers and the community beyond the traditional four walls of a classroom.

It is within this context that the *Professional Practice Competencies for Teachers* aims to identify the competencies basic to sound teaching leading to optimum learning. As well, the *Professional Practice Competencies for Teachers* establishes the context for a teacher's commitment to career-long learning.

"Professional practice competencies" are the practice requirements for which teachers are accountable throughout their careers. Certificated teachers demonstrate mastery of competencies appropriate to their level of experience. Mastery is a process situated on a continuum from beginning teacher to master teacher.

Teaching practices will vary as teaching situations are unique. Reasoned professional judgment by those designated to carry out supervision and evaluation will determine whether the *Professional Practice Competencies for Teachers* are being met by individual teachers.

In Alberta, teachers demonstrate professional competencies in inclusive learning environments and take responsibility for all students, focusing on their strengths, and emphasizing what they can do rather than focusing on their limitations. Professional teachers commit to meeting diverse student needs in all learning environments so that all students experience a sense of belonging, acceptance and success. Teachers collaborate with students, families and other professionals in the community to achieve inclusion for all.

To effectively facilitate learning, teachers must be able to use contemporary tools relevant to the situation within which they work. Advances in digital technologies provide teachers with increased opportunities to create innovative and engaging learning environments. Teachers:

- use digital technologies in innovative, effective and responsible ways
- prepare students to participate in a local and global society as competent users of current and emerging technologies
- guide students to access, understand, create and share information effectively and ethically, and engage in critical thinking and the communication of ideas through effective use of real world tools.

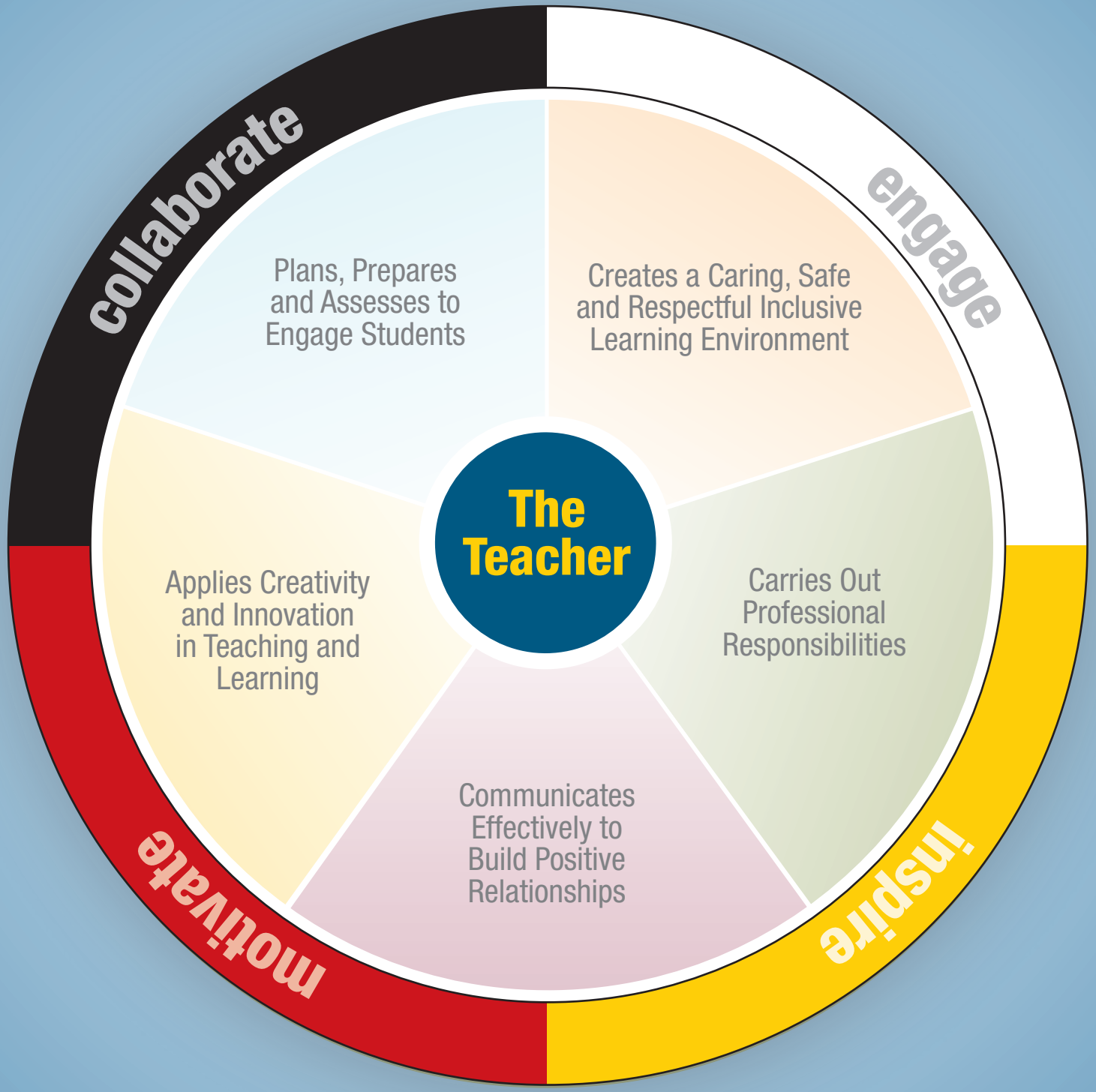
The learning aspirations and potential of First Nations, Métis and Inuit (FNMI) individuals and communities are realized through a responsive and accountable education system. Teachers must be competent in meeting the classroom needs of Alberta's aboriginal students. Professional teachers require accurate knowledge and understanding of the history, cultures and contemporary contexts of Canada's cultural mosaic with particular attention to Alberta's First Nations peoples and Métis. Such knowledge and understanding is necessary to adequately apply the *Professional Practice Competencies for Teachers* to ensure the best learning opportunities for student success. Teachers need to understand how to incorporate and be able to apply appropriate practices that support FNMI content in the curriculum.[2]

Professional Practice Competencies for Teachers

Teachers are expected to demonstrate the professional practice competencies throughout their careers and apply them appropriately toward student learning. These competencies are supported by indicators appropriate to teachers at different stages in their careers.

The graphic illustrates the competencies for teachers that will ensure students are engaged in the learning process and are active participants in their own learning. The competencies ensure that teachers enable students to understand their world, engage fully in their education, relate well to others, manage their lives wisely and contribute positively to their communities as ethical citizens. Creating an entrepreneurial spirit in their students through creativity and innovation in teaching, students will be encouraged to explore ideas, persevere in hard work and accomplish their goals.

[2] Alberta Education recognizes that First Nations, Métis and Inuit people are not special interest groups. They are unique constitutional and governance entities, whose place in Canada is unlike that of any other people because of their original occupancy of Canada, their treaty rights, and Section 35 of the *Constitution Act, 1982*, that recognizes and affirms the "existing aboriginal and treaty rights of the aboriginal peoples of Canada." *FNMI Policy Framework, 2002*



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The Professional Teacher

Teaching quality is critical in preparing students for a society in constant change.

To engage students in compelling meaningful work teachers facilitate flexible, innovative and student-centred approaches to learning. Professional teachers establish positive relationships with their students and make evident that learning is relevant and meaningful for their futures. They work collaboratively with parents, other professionals and community members to ensure learning needs of all students are met.

The professional (certificated) teacher is a collaborative partner, a researcher, a reflective practitioner and a change agent with expertise in recognizing and responding to the intellectual, psychological, social, emotional/spiritual and physical learning needs of students. Teachers are facilitators of learning as well as disseminaters of knowledge. They facilitate flexible, innovative and personalized approaches to learning by creating environments that engage all students in academically rigorous and compelling work and promote the achievement of success for their students.

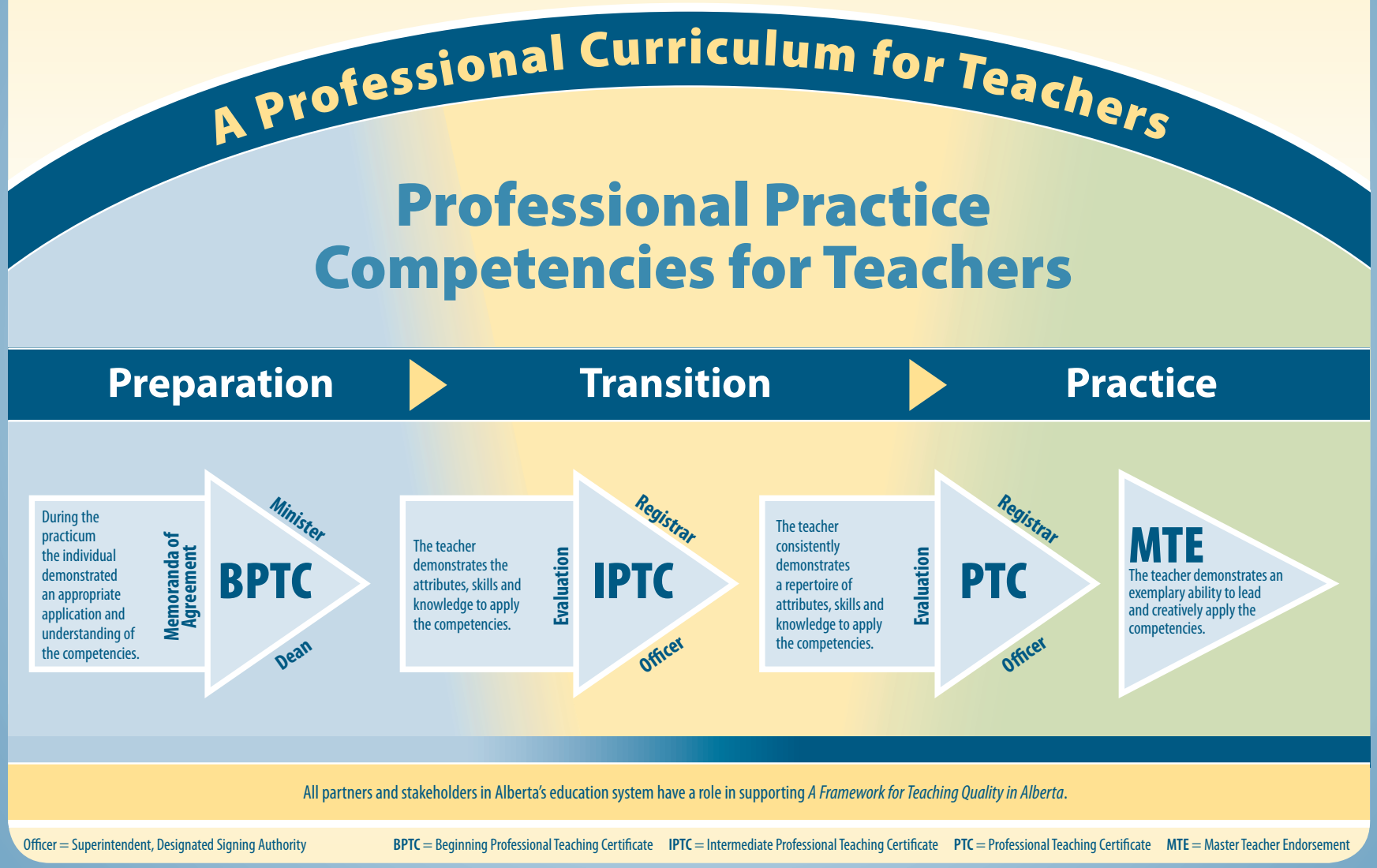
The chart on the next page describes how teacher preparation and subsequent professional growth occurs over time. The wide range of competencies required by teachers cannot be fully developed in a teacher preparation program. The work of a teacher is complex and demanding and requires field experience, time, continued professional learning and mentor support to fully develop mastery of required competencies. The *Professional Practice Competencies for Teachers* (PPCT) recognizes that the amount of time a teacher needs to develop competency will vary given individual circumstances and the local context. Therefore, a staged progression of certification is embedded in the PPCT.

The PPCT provides for three levels of certification allowing for a teacher to develop competency while gaining professional experience with collegial support. Recognizing that local and individual circumstances vary, the PPCT allows four to ten years for a teacher to attain the third level of certification. The **Beginning Professional Teaching Certificate** is granted upon graduation. After a minimum of two years, but not to exceed five years, a teacher is eligible for an **Intermediate Professional Teaching Certificate**. After another minimum two years (maximum of five years), a teacher is eligible for the **Professional Teaching Certificate**.

A holder of a Professional Teaching Certificate may be endorsed as a Master Teacher if the required criteria are successfully met.

A Framework for Teaching Quality in Alberta

In Support of Quality Learning for Alberta Students



All partners and stakeholders in Alberta's education system have a role in supporting *A Framework for Teaching Quality in Alberta*.

Officer = Superintendent, Designated Signing Authority **BPTC** = Beginning Professional Teaching Certificate **IPTC** = Intermediate Professional Teaching Certificate **PTC** = Professional Teaching Certificate **MTE** = Master Teacher Endorsement

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Professional Milestones

Competencies remain constant for teachers at all stages of their careers; however, as a teacher gains professional experience his or her capacity to demonstrate the competencies will be enhanced. The *Professional Practice Competencies for Teachers* identify professional competencies at four milestones in a teacher's professional career:

1. **Beginning Professional Teaching Certificate (BPTC):** A graduate of an Alberta teacher preparation program, upon successful application and with a Dean's attestation pursuant to the Memorandum of Agreement with the Minister, will be issued a BPTC valid for up to five years.

   The BPTC attests that the teacher, during teacher preparation, demonstrated the ability to understand and apply the required competencies. While holding a BPTC, teachers are expected to work towards the competencies required for an Intermediate Professional Teaching Certificate.

2. **Intermediate Professional Teaching Certificate (IPTC):** After a minimum of two years of Alberta teaching experience with a BPTC, an individual is eligible for an IPTC. After at least two formal evaluations, confirming a teacher's consistent demonstration of the ability to apply the competencies prescribed for an IPTC, a Superintendent of Schools or Designated Signing Authority may recommend the individual for the IPTC. The IPTC is valid for up to five years after issuance.

3. **Professional Teaching Certificate (PTC):** After a minimum of two years teaching experience with an IPTC, an individual is eligible for a PTC. After at least two formal evaluations confirming the teacher's ability to consistently demonstrate in practice a professional repertoire of skills as prescribed for the PTC, a Superintendent of Schools or Designated Signing Authority may recommend the individual for a PTC. A PTC is valid as long as a teacher maintains currency of practice commensurate with the requirements of a PTC.

4. ***Master Teacher Endorsement (MTE, optional):*** A teacher who has earned a PTC may seek endorsement as a Master Teacher. The endorsement may be requested by a teacher at any time while employed as a teacher with a PTC. A Master Teacher shows leadership in the learning community and consistently demonstrates the ability to creatively implement the *Professional Practice Competencies for Teachers* in support of student learning. The Master Teacher normally will hold a credential or certificate in an area of specialization. The Master Teacher endorsement requires employer recommendation supported by peer references. The Council on Alberta Teaching Standards must approve the recommendation.

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Competencies and Indicators

The competencies identified in the *Professional Practice Competencies for Teachers* are supported by "indicators".

Each set of indicators assumes the previous set of indicators. A teacher, who has attained one level of certification and is pursuing the next level, must be evaluated based on the competencies and indicators of the following set. For example, a teacher with a BPTC must demonstrate the competencies of a the IPTC to earn the IPTC.

The Indicators included for each competency constitute evidence of its fulfillment. The Competencies and Indicators are to be used by those designated to guide their supervision and evaluation of teachers and to guide teachers in their daily practice and professional learning, including Annual Professional Growth Plans.

PROFESSIONAL COMPETENCY #1 Creates a Caring, Safe and Respectful Inclusive Learning Environment

BEGINNING PROFESSIONAL TEACHER: During the preparation program the teacher demonstrated that he or she possesses the knowledge necessary to create a caring, safe and respectful inclusive learning environment that addresses the diverse needs of all students.

INTERMEDIATE PROFESSIONAL TEACHER: The teacher applies the knowledge and demonstrates the capacity to create a caring, safe and respectful inclusive learning environment.

PROFESSIONAL TEACHER: The teacher consistently demonstrates in practice a professional repertoire of strategies to create a caring, safe and respectful inclusive learning environment.

INDICATORS: ***During the preparation program the teacher was able to…***	**INDICATOR:** ***The teacher…***	**INDICATOR:** ***The teacher …***
• convey passion and enthusiasm about teaching	• demonstrates commitment to the education, care and development of students	• demonstrates enjoyment of teaching and respect for the profession
• create a learning environment that takes into account the students' intellectual, psychological, social, emotional/spiritual and physical needs	• applies the attributes that contribute to students' meeting their intellectual, psychological, social, emotional/spiritual and physical needs for security	• is an active participant in creating a learning environment where all students feel intellectually, psychologically, socially, emotionally/spiritually and physically secure
• demonstrate an understanding of the philosophy and implementation strategies of inclusive education pedagogy	• incorporates the philosophy and implementation strategies of inclusive education pedagogy within the learning environment	• maintains an inclusive learning environment ensuring the needs of all students are met by engaging other professionals and parents as necessary
• demonstrate a foundational knowledge of FNMI history, treaties and cultures	• respects the cultural, family and individual differences FNMI students bring to the learning environment	• incorporates and integrates students' cultural diversity in planning and implementing instruction
• recognize the inherent capacity for all students to learn	• meets diverse individual student needs	• demonstrates appropriate high expectations to foster individual excellence in all students
• acknowledge and respect the different social and cultural traits of students	• adapts to meet learner's differing social and cultural needs	• demonstrates capacity to recognize and honour all forms of human diversity and culture, and expertise in culturally responsive teaching practice
• understand safe, ethical, legal, and responsible uses of digital tools, resources, and information	• models safe, ethical, legal, and responsible uses of digital tools, resources, and information	• advocates for and engages students systematically in promoting, monitoring and addressing issues of safe, ethical, legal, and responsible uses of digital tools, resources, and information
• acquire foundational knowledge to engage students in the learning process	• engages students in the learning process	• engages students in the learning process by encouraging students to think about their learning
• demonstrate an awareness of local and community relationships that impact the learning environment	• draws on local and community relationships to enhance learning	• engages the community to promote and maintain relationships that impact learning

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PROFESSIONAL COMPETENCY #2 Plans, Prepares and Assesses to Engage Students

BEGINNING PROFESSIONAL TEACHER: During the preparation program, the teacher demonstrated that he or she possesses the knowledge to ensure that planning and preparation makes the curriculum relevant, engages students and recognizes diversity of students' cultural and learning needs.	INTERMEDIATE PROFESSIONAL TEACHER: The teacher ensures the curriculum is relevant, engages students and accommodates diversity of students' cultural and learning needs.	PROFESSIONAL TEACHER: The teacher consistently demonstrates in practice a professional repertoire of planning and preparation strategies to ensure curriculum is relevant, engages students and recognizes diversity of the students' cultural and learning needs.
INDICATORS: ***During the preparation program the teacher was able to…***	**INDICATOR:** ***The teacher…***	**INDICATOR:** ***The teacher …***
• use prescribed programs of study for the specialization or subject disciplines they are prepared to teach	• uses the programs of study to inform and direct planning, instruction and assessment of student progress to meet individual student needs	• makes programs of study relevant through appropriate use of digital technologies and community resources to actively engage students in the learning process
• research and design learning activities that use digital technologies	• uses a range of teaching strategies, including the use of digital technology resources, to enhance pedagogical practice	• employs teaching and facilitation strategies including the use of digital technology resources that are best suited to the learning needs of each student
• know how to assess learning outcomes by selecting and developing a variety of classroom and large scale assessment techniques and instruments	• analyses the results of classroom and large scale assessment including provincial assessment instruments, and uses the results for the benefit of student learning	• creates diverse forms of assessment and uses data to diagnose individual learning difficulties and plans strategies to address them
• demonstrate knowledge of a range of literacy strategies to the meet the needs of all students including FNMI students and Non-English speaking students	• applies a range of literacy strategies to meet the needs of all students including FNMI students and non-English speaking students	• plans to successfully advance student literacy skills in the respective disciplines as an essential way of learning for all students in the classroom
• understand assessment of, as and for learning to facilitate learner growth	• makes use of assessment of, as and for learning to facilitate learner growth	• applies and reflects on a range of assessment strategies, to evaluate individual and group progress and to plan teaching and learning accordingly
• record, interpret and use the results of assessments to modify teaching practices and to explain student performance to parents and students	• reports on progress to learners and parents using a variety of communication and reporting strategies	• provides meaningful, respectful, explicit and timely feedback to learners and parents and has a variety of strategies to invite family support for learning
• demonstrate awareness that learning activities must be relevant to engage students, and addresses a diversity of learner needs and styles to accommodate individuals and groups of students	• translates curriculum into meaningful and incrementally progressive learning opportunities for students and varies plans to accommodate individuals and groups of students	• understands the fluidity of teaching and learning and constantly monitors the effectiveness and appropriateness of his or her practice and students' performance, and changes practice as needed
• possess foundational knowledge to promote and maintain a disciplined learning environment	• sets clear expectations for learners, their behaviour and interactions within the learning environment	• establishes enriching learning environments that challenge learners by utilizing a range of materials, resources and physical space

PROFESSIONAL COMPETENCY #3 Communicates Effectively to Build Positive Relations

BEGINNING PROFESSIONAL TEACHER: During the preparation program, the teacher demonstrated that he or she possesses the knowledge necessary to be an effective communicator who is able to motivate learners, instill a love for learning and engage parents in all aspects of their student's learning.

INTERMEDIATE PROFESSIONAL TEACHER: The teacher applies the knowledge and demonstrates communication competencies to effectively motivate learners, instill a passion for learning and engage parents in all aspects of their student's learning.

PROFESSIONAL TEACHER: The teacher consistently demonstrates in practice a professional repertoire of communication competencies to motivate learners, instill a passion for learning and engage parents in all aspects of their student's learning.

INDICATORS: ***During the preparation program the teacher was able to…***	**INDICATOR:** ***The teacher…***	**INDICATOR:** ***The teacher …***
• communicate the purpose and relevance of curriculum and its connections to the contemporary world	• communicates the purpose and relevance of curriculum and applies a range of instructional techniques to motivate and engage students	• makes meaningful connections between learning activities and the external environment to demonstrate relevance of curriculum to the individual student
• understand the importance of collaboration with community partners	• engages community partners in learning activities	• seeks and builds partnerships with community agencies to support learning
• communicate clearly and correctly in the language of instruction, both orally and in writing	• applies effective spoken, written, auditory and digital communication skills	• communicates in a manner that is sensitive to cultural and family values
• understand the importance of respectfully communicating with parents in all aspects of teaching and learning	• responds to parent questions and concerns in an effective professional manner	• collaborates with peers, parents and community partners to support student learning and engage parents in their children's learning
• communicate love for learning to inspire students and uses a variety of techniques to motivate learners	• models love for learning and guides students to communicate their own interests and make their own connections	• communicates an educational philosophy based upon sound research, professional practice and reflection and communicates a passion for teaching and learning
• listen to students and engage them in respectful discussion	• communicates to students in a manner that promotes and encourages student learning	• communicates to students in a manner that is appropriate, substantive, constructive, and specific to promote and encourage student engagement
• demonstrate a variety of communication activities including spoken, written, auditory and digital	• engages students in a variety of communication activities including spoken, written, auditory and digital	• establishes positive student communication and interaction in the learning environment
• explain goals, content, concepts and ideas of lessons clearly and accurately to students	• selects and uses effective forms of explanation to support student understanding of their learning outcomes	• uses a repertoire of communication skills to engage all students in their learning
• understand the effective use of digital technologies to communicate with students, parents and peers	• communicates relevant information and ideas to students, parents and peers using appropriate digital technologies	• selects and uses multiple digital media to communicate information and ideas to students, parents and peers.

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PROFESSIONAL COMPETENCY #4 Applies Creativity and Innovation in Teaching and Learning

BEGINNING PROFESSIONAL TEACHER: During the preparation program, the teacher demonstrated that he or she possesses the knowledge necessary to experiment, explore and adapt teaching practices.

INTERMEDIATE PROFESSIONAL TEACHER: The teacher applies the knowledge and demonstrates the skills to experiment explore and adapt teaching practices.

PROFESSIONAL TEACHER: The teacher consistently demonstrates a professional repertoire of innovative practices to experiment, explore and adapt teaching practices.

INDICATORS: ***During the preparation program the teacher was able to…***	**INDICATOR:** ***The teacher…***	**INDICATOR:** ***The teacher …***
• understand that teaching is a contextual and complex profession	• understands that teaching is a contextual and complex profession and demonstrates flexibility and adaptability in response to change	• is flexible and able to adapt to change in a positive and supportive manner
• understand knowledge, concepts, methodologies and assumptions in relevant subject disciplines	• understands how knowledge in each discipline is created and organized, and remains current in complex evolving subject disciplines	• includes in planning relevant contemporary digital technologies, linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and global levels
• demonstrate competency in designing student learning activities	• demonstrates creativity in designing student learning activities	• demonstrates creativity and innovation in designing student learning activities to develop higher order skills
• understand that students have different learning needs and styles	• adapts learning and assessment strategies to address student learning needs and styles	• creates ways in which students with diverse learning needs can access the program of studies and demonstrate their learning
• display willingness to experiment and change practices	• creates and applies innovative ideas to encourage creativity in students	• implements new ideas, theories and techniques that engage learners in inquiry and problem solving
• demonstrate knowledge of how to select technologies best suited to a particular learning experience.	• demonstrates the ability to use technology to address different learning needs of students	• enables students to independently use technology resources to manage their own learning goals
• demonstrate an aptitude to develop students' ability to work cooperatively and independently	• creates environments where students are actively participating and engaged cooperatively and independently	• designs and facilitates a variety of purposeful group and individual structures that facilitate student engagement to make content meaningful
• understand the theory and practice of teaching critical thinking and encourage independent thinking	• applies critical thinking skills by promoting interaction among students to formulate questions and provide access to diverse points of view	• uses diverse instructional strategies to teach for understanding and encourages students to think about their thinking to arrive at informed conclusions
• seek out experience and knowledge from colleagues	• adjusts practice based on feedback from colleagues	• mentors others in content or pedagogy.

PROFESSIONAL COMPETENCY #5 Carries out Professional Responsibilities

BEGINNING PROFESSIONAL TEACHER: During the preparation program, the teacher demonstrates that he or she possesses the knowledge necessary to uphold the teaching profession by faithfully carrying out professional responsibilities in collaboration with colleagues, administrators, students, parents.	INTERMEDIATE PROFESSIONAL TEACHER: The teacher applies the knowledge and demonstrates the skills to uphold the teaching profession by faithfully carrying out professional responsibilities in collaboration with colleagues, administrators, students, parents and community partners.	PROFESSIONAL TEACHER: The teacher is seen to consistently demonstrate professionalism and uphold the teaching profession by faithfully carrying out professional responsibilities in collaboration with colleagues, administrators, students, parents and community partners.
INDICATORS: ***During the preparation program the teacher was able to…***	**INDICATOR:** ***The teacher…***	**INDICATOR:** ***The teacher …***
• understand the structure of the Alberta education system and behave ethically understanding that teachers are role models both in and out of school	• reflects on and upholds the honour and dignity of the teaching profession through consistent ethical behaviour	• promotes public trust and confidence in the teaching profession by advocating for student wellbeing through access to appropriate support systems
• model respect for students, parents, colleagues, employers, administrators	• collaborates with colleagues, administrators, students, parents, community partners	• serves as a role model in the profession
• demonstrate commitment to professional career long learning and reflect on his or her teaching practice.	• demonstrates commitment to professional career-long learning and reflective practice.	• has a variety of ways to demonstrate commitment to professional learning and reflect on his or her teaching practice.
• participate in a professional learning community	• participates in a professional learning community sharing personal practice to promote professional growth of colleagues	• evaluates personal growth, understanding and application of knowledge and collaborates with colleagues in their personal growth
• reflect on emerging challenges in education	• stays abreast of emerging challenges in education	• shares professional expertise to the benefit of others in their schools, communities and the profession
• understand the importance of being a member of a profession	• is a member of a professional organization	• exercises leadership within a professional organization
• collaborate with colleagues to improve student learning	• collaborates with colleagues, administrators, students, parents, community partners to improve student learning	• willingly acts as a mentor for colleagues as well as students
• demonstrate knowledge of technology resources necessary to acquire additional subject matter and pedagogical knowledge in support of his or her own professional learning	• demonstrates the use of networks to access information, colleagues, and outside experts in support of his or her own professional learning standards	• regularly uses networks to create and contribute to professional learning communities

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THE MASTER TEACHER ENDORSEMENT

The Master Teacher Endorsement to the Professional Teaching Certificate is optional.

The Master Teacher creatively demonstrates the professional practice competencies.

The Master Teacher is a model teacher who holds a PTC for at least five years, mentors teachers new to the profession, takes on other recognized leadership responsibilities in the professional learning community of the school or school authority. The Master Teacher holds a credential/diploma in an area of specialization.

The Master Teacher Endorsement requires employer recommendation and the Council on Alberta Teaching Standards must approve the recommendation.

INDICATORS:

1. **Leadership:**
   a. works with school leadership to promote and support school improvement
   b. works and guides mentors of novice teachers
   c. participates in decision-making as a formal or informal leader
   d. initiates and supports innovation and improvement for school change
   e. seeks and builds partnerships with community groups and businesses
   f. promotes exploration and change in instructional practice
   g. champions innovation in teaching and learning in the school and district
   h. builds and maintains confidential relationships with teachers so that a high level of trust is created
   i. engages in a variety of leadership roles.

2. **Collaboration:**
   a. collaborates with staff to identify school needs in order to implement professional learning plans which will enhance teachers' abilities to address the diverse strengths and needs of learners
   b. works with educators, students, families and communities to create positive relationships and achieve outcomes important to student learning
   c. shares knowledge, practice and responsibility with colleagues and community partners
   d. effectively communicates school and education goals to the school community
   e. assists in building teacher capacity to explore innovative instructional practices through systematic modeling, co-teaching and feedback
   f. facilitates positive relationships between school and community through community engagement

3. **Excellence in Teaching:**
   a. creates a stimulating learning environment that engages learners
   b. promotes high levels of learning for all students by motivating students to exceed their own expectations
   c. creates a culture of respect and success for all students and attends to individual student needs
   d. has an in-depth knowledge of subject matter and is reflective of the content they teach
   e. uses multiple assessment practices to evaluate student learning and inform instruction
   f. critically examines practice on a regular basis to deepen knowledge and expand a repertoire of skills
   g. explores the use of research-based teaching strategies and innovative promising practices.

4. **Continued Professional Growth:**
   a. models, experiences and promotes continuous learning experiences (e.g., asking questions, researching possibilities, seeking a variety of options)
   b. participates in the development of innovative learning resources
   c. uses multiple resources to shape the focus and goals of professional learning
   d. engages in continuous professional learning and reflection
   e. researches best practices teaching
   f. stays abreast of current issues in education
   g. provides leadership in assisting teachers select, understand and use data to improve instruction and school and district goals
   h. evaluates personal growth, understanding and application of knowledge.

Procedures

General

1. Each school authority and ECS operator must implement procedures consistent with the procedures below that
   i. apply to all teachers
   ii. provide a review mechanism,
   iii. are consistent with the *Professional Practice Competencies for Teachers*,
   iv. are readily available to the public, and
   v. detail when and how often information summarizing implementation of the procedures will be reported to the public.
2. Local procedure must be developed and implemented in consultation with the teachers of the school authority or ECS operator.

Professional Growth

3. A teacher employed by a school authority or ECS operator is responsible for completing during each school year an annual teacher professional growth plan that:
   i. reflects goals that are based on self-reflection and collaborative feedback from colleagues and supervisors,
   ii. indicates the nature of the evidence from multiple sources that will be used to determine progress on and achievement of the Plan goals
   iii. includes related strategies, resources and timelines to achieve the Plan goals
   iv. shows a demonstrable relationship to the *Professional Practice Competencies for Teachers*, and
   v. takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;
4. A teacher must submit for review or approval at a time specified, the annual teacher professional growth plan to:
   i. the principal, or
   ii. a group of teachers delegated by the principal.
5. An annual teacher professional growth plan:
   i. may be a component of a long-term, multi-year plan; or
   ii. may consist of a planned program to supervise a student teacher or mentor a teacher.
6. At a time specified, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 4 for review. The person or persons

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conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

7. If a review under Procedure 6 finds that a teacher has not completed an annual teacher professional growth plan, the teacher may be subject to disciplinary action.

8. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher.

9. Despite Procedure 8, a principal may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Teacher Supervision

10. A fundamental component of the procedures must be ongoing supervision of teachers by the principal, including:
    i. providing support and guidance to teachers;
    ii. observing and receiving information from any source about the quality of teaching a teacher provides to students; and
    iii. identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

11. The teacher supervision process should be undertaken in a spirit of collaboration and mutual respect and must focus on:
    i. the teacher's progress on and achievement of his/her professional goals
    ii. the teacher's practice in relation to the consistent demonstration of the Competencies, the school authority's requirements and the school community's expectations
    iii. the authenticity of the teacher's practice; i.e., the alignment between his/her actions, patterns of behavior and decisions with his/her self-perceptions and espoused intentions, values and priorities

12. To optimize the positive impact of the teacher supervision process, all parties in the process:
    i. must be thoroughly familiar with the teacher supervision process and related school authority requirements and devote sufficient time, effort and resources to fulfill their related roles
    ii. should understand:
        – questioning and active listening techniques, relationship-building
        – data collection, analysis and application
        – processes of school improvement, continuous growth
        – reflective practice

13. The teacher must:
    i. be familiar with the *Professional Practice Competencies for Teachers*, the structure of the Alberta education system, and the school authority's requirements,
    ii. be open to seek assistance and access resources needed to effectively fulfill his or her role
    iii. seek firsthand observations of his or her practice of sufficient frequency
    iv. respond appropriately to the supervisor's feedback.

14. The teacher participating in the supervision process must:
    i. collaborate with the supervisor in identifying the schedule for observations and meetings related to the school leader supervision process
    ii. share relevant information on progress made on his or her annual Professional Growth Plan with the supervisor
    iii. respond appropriately to the supervisor's advice and direction
    iv. seek out and participate fully in professional growth opportunities and programs sanctioned by the school authority.

Teacher Evaluation

15. The evaluation of a teacher by a principal may be conducted:
    i. upon the written request of the teacher
    ii. for purposes of gathering information related to a specific employment decision
    iii. for purposes of assessing the growth of the teacher in specific areas of practice
    iv. when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the *Professional Practice Competencies for Teachers*.

16. A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

17. The teacher evaluation process:
    i. must be undertaken in accordance with principles of procedural fairness and natural justice
    ii. must be open, transparent and undertaken in a cooperative and supportive climate and,
    iii. should be characterized by mutual trust and respect

18. The person designated by the school authority to undertake the teacher evaluation process must inform the teacher in writing and in a timely manner of the:
    i. purpose(s) of the evaluation process
    ii. relevant aspects of the *Professional Practice Competencies for Teachers* and the school authority requirements
    iii. performance criteria to be used to determine teacher efficacy
    iv. nature of and means to collect the evidence related to the teacher's efficacy
    v. timelines to be applied, including the expected date of completion of the evaluation report
    vi. possible outcomes of the evaluation process.

19. In the case of a teacher evaluation process initiated as a result of the belief by the principal that the teacher's performance may not consistently demonstrate the *Professional Practice Competencies for Teachers*, the relevant evidence must be presented to the teacher at the outset of the evaluation process, including copies of any notes or letters from a third party that constitute such evidence.

20. If the report generated by the teacher evaluation process includes a notice of remediation, it must describe:

i. the *Professional Practice Competencies for Teachers* to be addressed

ii. the remediation strategies the teacher is advised to pursue

iii. the criteria that will determine whether or not the areas identified for remediation have been successfully demonstrated

iv. the applicable timelines

v. the possible outcomes of a failure to successfully address the areas identified for remediation.

21. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

22. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

23. These procedures do not restrict:

i. a principal from taking disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority or ECS operator, or

ii. a board, a charter school board or a superintendent from taking any action or exercising any right or power under the *School Act*.

Professional Practice Competencies for Teachers

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APRIL 26, 2011

Government of Alberta